

Archdiocese of Westminster



ST CROSS CATHOLIC PRIMARY SCHOOL

'Together we grow in God's Love'

Reading Policy

Date: Spring 2024

St Cross Catholic Primary School aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill.

Next Review Date:

Spring 2025

Intent

Through a broad range of stimulating texts, St. Cross children actively engage with high-quality language in a deliberate, meaningful and purposeful way.

By immersing our children in a vocabulary-rich learning environment, we aim to deliver an enriching, imaginative English curriculum, which develops creative writing, purposeful speaking and listening and, vitally, fosters a life-long love of reading: this journey begins in Early Years with the teaching of phonics.

Along with other reading skills to develop comprehension, such as inference and retrieval, we teach our children to be successful, fluent decoders, through the delivery of high-quality, systematic synthetic phonics teaching from EYFS until the end of KS1 (following the Little Wandle programme).

By the time they enter KS2, our children will confidently use their phonetical knowledge as a toolkit for tackling new, unfamiliar words. Throughout KS2, the children broaden their reading skills through exposure to a vast range of meaningful texts, developing their inference skills and deepening their love of reading. By the end of Year 6, we want our children to leave St. Cross as competent, accomplished readers, who recommend books to their peers, possess a thirst for reading a range of texts across the genres, actively participate in discussions about stories and who take with them an established, life-long passion for reading.

Aims

At St. Cross, we want our children to;

- Read confidently and fluently and seek to acquire knowledge independently.
- Develop a lifelong enjoyment of reading, taking genuine pleasure from what they read.
- Develop the reading skills they need to access all areas of the curriculum.
- Understand the meaning of what they read and what is read to them.
- Read critically to ascertain what the truth is in a statement so that they may gain a balanced understanding of local, national and international issues.
- Make responses to what they read justifying those responses.
- Become immersed in other worlds, both real and imagined!

At St. Cross, we consider ourselves a community of readers. Therefore, we expect all adults to model and communicate their love of reading in the following ways:

- By planning engaging shared and guided reading opportunities.
- By planning class participation in school and national literacy events which promote reading eg. visits from authors and storytellers, World Book Day, World Poetry Day, Take One Book Week and The Summer Reading Challenge.

Implementation

How is Reading taught at St. Cross?

Approach:

Reading is not simply the decoding of the words on the page but involves the ability to read, and understand, a wide range of different texts, including fiction, non-fiction, poetry, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning. It bears a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Children should develop the following skills:

- To read aloud fluently and with expression.
- To read for meaning.
- To read a wide range of fiction, poetry and non-fiction material.
- To use a range of strategies for reading including;
- *Phonics (identifying letters and their sounds, and blending them together).*
- *Visual (whole word recognition and analogy with known words).*
- *Contextual (use of picture and background knowledge).*
- *Grammatical (which words make sense).*
- To recognise vocabulary, grammar and literary devices in texts which can be used effectively in writing.
- To read a text critically and know how to improve it.

Organisation and Planning:

The Reading Curriculum

Reading is taught daily throughout the school. We recognise that reading is a highly interconnected subject, so teachers, therefore, consider links between areas of reading in their planning across the curriculum.

Our Reading curriculum follows the National Curriculum 2014. In EYFS and KS1, reading is taught through phonics using a broad range of stimulating texts. In daily sessions, the children are taught phonics, which they then apply and refine during their adult-led Reading Sessions.

Throughout KS2, the children broaden their reading skills through exposure to a vast range of meaningful texts, developing their inference skills and deepening their love of reading. Discrete opportunities for this include: daily Reciprocal Reading sessions for Years 2-6, where specific reading skills are practised in collaborative groups; adapted phonics teaching/interventions in EYFS and KS1 (Keep Up sessions); and 1:1 daily reading sessions across all phases.

Phonics Teaching

See separate Phonics Policy.

Reading Sessions (EYFS and Year 1)

We teach children to read through reading practice sessions three times a week.

These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids.
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Reception, these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books. In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

The decodable reading practice book is taken home to ensure success is shared with the family.

Reading for pleasure books also go home for parents to share and read to children.

We use the Little Wandle Letters and Sounds Revised parents' resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Reciprocal Reading (Years 2-6)

In Years 2-6, the children develop their reading skills through four weekly Reciprocal Reading sessions, which is a structured method of guided reading: gradually, the children are taught to take on group roles, allowing them to explore texts through different lenses.

Reciprocal Reading Roles:

Predictor: predicting from what is already known, from the text structure or from the text features.

Clarifier: clarifying unfamiliar vocabulary, challenging concepts, awkward structure, unclear referent words, or idiomatic expressions.

Questioner: asking questions about the text that cover the three levels; literal, inferential and evaluative.

Summariser: summing up the main ideas or gist of the text.

Once a week, the children will answer formal, written comprehension questions generated through the week's discussions, which are adapted based on the abilities of the children. Children who are confident readers will have the opportunity to answer more challenging comprehension questions (written in green pen and answered in purple pen).

This method emphasises teamwork, supports independent comprehension skills and aims to:

- Develop the comprehension of many different types of texts.
- Foster meaningful dialogue among pupils, including extended talks about texts.
- Encourage the children to adopt an active, engaged approach to a text.
- Encourage enthusiasm for reading and develop confidence to read independently.

Reading Strategies and Teaching Prompts

Self-correcting - Children can use several strategies to check and confirm when reading independently. You made a mistake – can you find it? How did you know...?

Monitoring - Children expect their own reading to make sense. Use the picture to help you. Remember what's happened already. Look at the beginning/end of the word and see if you can work it out.

Blending sounds together for reading - Children can identify phonemes and blend them together to read phonetically regular words. Can you sound it out? Can you blend those sounds together? Can you segment that word?

Predicting - Children know that written text has to make sense. Does that sound right? Can we say it that way? What do you think it might say to make sense?

Fluency and expression - Children take note of punctuation, and use appropriate expression and intonation. Look at the punctuation. Read that bit again and make it sound like talking. Locating known words children know and recognise high frequency and familiar words. Can you see a word you know? Can you find that word again?

Cross-checking - Children can cross-check one reading strategy against another to avoid or correct errors.

Independent Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

The Reading Environment

Classrooms and all school areas should provide a print rich environment to promote the importance of reading. Reading displays should form a part of that environment. All classes should have welcoming book corner and KS2 classes have an area of the library, each containing reading books at their level of reading and topic-themed collections of non-fiction books.

Adaptation

Challenge

Teachers use questioning to promote understanding and deepen learning. Children can be challenged through:

- accessing deeper, more challenging questions (green questions in Reciprocal Reading)
- peer assessing
- generating their own questions

Support

From Year 1, children who are struggling to make progress in their reading have access to an online, personalised reading intervention programme (Lexia), which tailors the learner's reading programme to fill gaps and accelerate progress. In addition to this, the children read daily to their teaching assistant.

Where appropriate, individual class teachers will devise intervention programmes based on the needs of individual pupils. Children may be assigned 1:1 time, pre/posting teaching sessions, or work in small groups based on their targets. Consultation with the school SENCO may take place to ensure children are placed on programmes appropriate to their needs, and these interventions will then be recorded on Provision Map and made accessible to the SENCO.

Meeting the needs of all children

The children are assessed regularly to ensure that they are working at an appropriate level. From Year 1, the children are formally assessed through NFER tests each term, which teachers use to inform summative assessment.

Teachers are skilled at meeting the needs of more-able children through discussion and questioning and by devising activities to stretch and extend them. The library is stocked with a variety of books to meet the needs of all children including those who are more-able.

Teachers and TAs may work with a focus group, individual or pair with similar needs to enable all children to access tasks and make progress. This is based on prior assessment and ongoing assessment. They are fluid and are not fixed groups throughout the year. Therefore, intervention is reactive to children's needs and is organised by the class teacher when required.

Adaptation will take many forms:

- Well-crafted tasks designed to meet individual learning needs.
- Time spent on a particular area of difficulty
- Over learning or pre-teaching.
- Open-ended enquiries.
- Mixed ability groupings (changed regularly) provide an opportunity for peer to peer support and scaffolding of learning.
- Skilled questioning from teachers during lessons, along with timely intervention, built on clear and accurate understanding within the development of reading skills.

Inclusion

At St. Cross, we are committed to providing effective learning opportunities for all pupils. Suitable learning challenges are set with the aim of maximising achievement for all pupils at an appropriate level for each individual. Teachers respond appropriately to pupils' diverse learning needs and are aware of the needs of differing genders, special educational needs and disability, as well as different culture, social and ethnic backgrounds. We are committed to the principle of equality of opportunity, and this is reflected in the curriculum offered to pupils and in the conduct of staff and pupils. Our reading curriculum should include books that reflect our diverse, multi-cultural society.

Special Educational Needs

Pupils identified as needing extra support in Reading will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support.

Assessment

As well as National testing in the form of the Phonics screening check and end of Key Stage SATs, we assess pupils from Year 1 onwards using NFER test resources. The results of these are stored centrally and analysed by the leadership team in order to identify areas of the curriculum that need further work, and individual pupils who may need additional support. Training for teachers and interventions for pupils are then put in where needed. Class teachers record reading assessments for their children on the Target Tracker system, which is also monitored by the leadership team.

Parents as Partners

Co-operation and support from parents is paramount if a child is to become a successful and competent reader and we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to practise reading at home as well as reading favourite bedtime stories. Teachers monitor the regularity of reading at home through BoomReader App.

Parental Meetings

In the first term, Reading workshops are organised for the beginning of the school year in to familiarise parents with the reading curriculum. Further individual meetings can then be held with parents who are struggling to get their child to read at home or who need support with strategies.

Impact

We monitor the impact of our Reading approach through:

- End of EYFS, KS1 and KS2 statutory assessments and the Year 1 phonics check.
- Termly assessment tracking information being shared with SLT (including key areas of concern).
- Learning walks and observations.
- Pupil enjoyment and confidence in reading (pupil voice).
- Whole staff moderation sessions focussed on progression of one area of reading across the school.
- Termly pupil progress meetings with the head and SENCO with key children requiring support or challenge identified and shared with SLT.
- Head Teacher and SLT monitoring.